

WE GATHER TOGETHER

BY WENDY PFEFFER

CALIFORNIA CONTENT STANDARDS

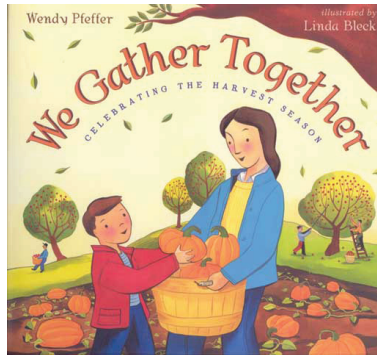
Kindergarten: Reading Comprehension 2.3 Connect to life experiences the information and events in texts.

Grade One: Reading Comprehension 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions. 2.7 Retell the central ideas of simple expository or narrative passages.

Grade Two: Reading Comprehension 2.5 Restate facts and details in the text to clarify and organize ideas. 2.8 Follow two-step written instructions.

Grade Three: Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information.

Grade Four: Reading Comprehension 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. 2.5 Compare and contrast information on the same topic after reading several passages or articles.



GRADES: K - 4

READING LEVEL: 4.4

OBJECTIVES:

1. Name at least 3 seasonal fruits and vegetables from the fall.
2. Describe at least 2 harvest celebrations and a food associated with it.
3. Identify at least 2 reasons people celebrate the fall harvest.

ABOUT THIS LESSON...

Autumn marks our planet's transition from summer to winter; the air turns crisp, the trees display new colors, and the fall crops are ready for harvest. Students will recognize the characteristics of the fall season and explore its importance, including the countless ways in which people across the globe, past and present, have celebrated the food that sustains them at this time of year.

FRUITS & VEGETABLES HAVE SEASONS

Discuss the fall season. What makes the fall what it is? What memories do they associate with the fall? What changes happen in nature? What foods are eaten? What holidays are celebrated? Jot down all of these characteristics on the board. Students can use these to create a Circle Map®, helping them to define the fall.

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Show the book's cover to the class. What do they think the book is about? What do they think of when they hear the phrase "we gather together" and "celebrating the harvest season"? As a class, talk about their thoughts, then read the book aloud.

CELEBRATING THE HARVEST SEASON

Discuss the importance of the harvest. What impact does a bountiful harvest have? What are ways that various cultures celebrate to show appreciation for the gathering of the harvest? On the board, write the cultures highlighted in the book (Jewish, southern Indian, Japanese, Nigerian, English, and American), and document student responses. Compare and contrast



This material was funded by USDA's Food Stamp Program through the California Department of Public Health, Network for a Healthy California. These institutions are equal opportunity providers and employers. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call (323) 727-4542. Contract # 06-55103.



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LESSON CONT.

customs celebrated using a Double Bubble Map® or Venn diagram. To explore more harvest celebrations, check out www.harvestfestivals.net/harvestfestivals.htm for a description of over 35 harvest festivals from around the world!

FRUITS & VEGETABLES OF THE FALL

One distinguishing characteristic of the fall is the seasonal produce. What fruits and vegetables are commonly seen at the market from September to November? How does this differ from winter, spring and summer? Students can construct a Tree Map® of the seasons, listing examples of affiliated produce—some popular ones have been provided.

GIVING THANKS FOR THE FALL HARVEST

Ask students to pretend they could have a harvest festival celebrating a particular fruit or vegetable from the fall (see enclosed Tree Map® for examples). Why are they thankful for it? How would they celebrate? Who would celebrate with them? How would they decorate? Draw or paint a picture of the celebration. Older grades can research the fruit or vegetable, and give a report on its origins, any related customs, and its nutritional benefits, explaining to the class why they think it is deserving of a party!

Students can also create and hold their own class celebration of the seasonal fruits and vegetables, using what they have learned about celebrations.

RECAP

Have students name or draw two harvest celebrations (including the fruits and vegetables!) and describe why people celebrate harvests.

EXTENSION ACTIVITIES

- Children can complete a story board of the meaning of harvest.
- Interview parents, grandparents, and other elders to find out where they had emigrated from and what types of foods, customs, and recipes they brought to this country. How does this compare to today's customs?
- Make an acrostic poem of a thankful-related word (gratitude, thank you, thanksgiving, thankful, blessings, grateful). Discuss the meaning of these words and the true meaning of the Thanksgiving holiday.
- Interview four people about their favorite celebrations. What is their favorite food at the celebration?



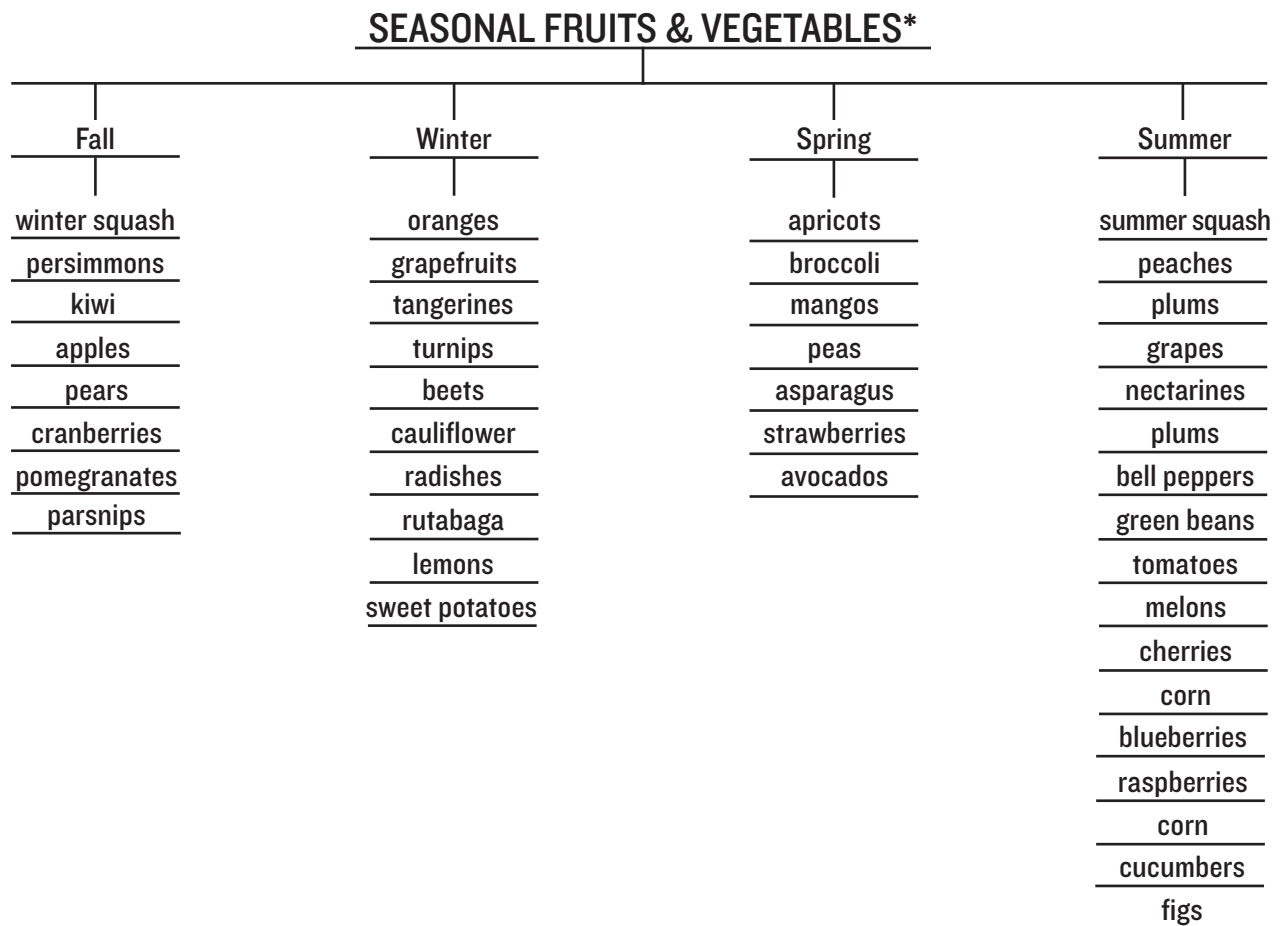
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ACTIVITIES

TREE MAP® EXAMPLE



*Taken from "What's In Season?" www.fruitsandveggiesmorematters.org/?page_id=674



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